EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

UbD/MI Reflections – Chapters 6,7 & 5,6

After reading chapters 6 & 7 of *Understanding by Design*, and chapters 5 & 6 of *Multiple Intelligences in the Classroom,* a common theme began to emerge: designing curriculum, and instructional strategies, that meet the needs of a diverse group of learners. All four chapters provide helpful advice for teachers on how to meet a variety learner needs.

Chapter 6 of UbD emphasizes the need for teachers to be responsive to student needs, and to incorporate flexibility into their classroom as a means of supporting student success. While, chapter 7 of UbD, focuses on the need for educators to move beyond superficial learning and push for deeper understanding of content. The UbD authors suggest teachers make use of a set of guidelines “embedded in the acronym WHERETO” (Tomlinson & McTighe, p120) as an aid to help plan for learning. The W stands for *what* and *why*, for example: “How will I help learners know *what* they will be learning? *Why* this is worth learning?” (Tomlinson & McTighe, p121). The H stands for *hook*, for example: “How will I *hook* and engage learners?” (Tomlinson & McTighe, p122). The E stands for *equip* and *experiences*, the R stands for *rethink, revision and refinement*, the second E stands for *evaluation*, particularly student self-evaluation, the T stands for *tailor*, and finally, the O stands for *organized,* referring to the way the lesson or unit is organized to best serve the students and the content. The “WHERETO” acronym really appeals to my clipboard learning style. It is often easy to feel overwhelmed by the huge responsibilities of being a teacher (and a pre-service teacher), so having a strategic process that I can follow when designing a lesson or unit, is not only helpful, it is also calming.

Chapter 5 of MI provides helpful curriculum building strategies to enable teachers to expand their instructional techniques beyond the traditional “linguistic and logical” (Armstrong, p64) teaching approach. Armstrong suggests a “seven-step procedure” (Armstrong, p64) as a guide to help teachers design, and implement, a MI incorporated lesson. Chapter 6 of MI picks up where chapter 5 leaves off by describing a plethora of examples of instructional approaches for each of the eight multiple intelligences. While all the examples where helpful, it was the section about naturalistic intelligence that I found the most enlightening. Being born and raised in a city makes it difficult for me to relate to this intelligence. While I do enjoy the outdoors, this doesn’t provide the insights I need as a teacher that this particular section does. Before reading this the most I could have come up with would be to take the class outside while doing the lesson. The “Eco-study” suggestion stood out for me as I am doing my performance task on endangered species. I had not realized, until reading this, I would be reaching my naturalistically inclined students, so that really made me feel like I am making progress.